

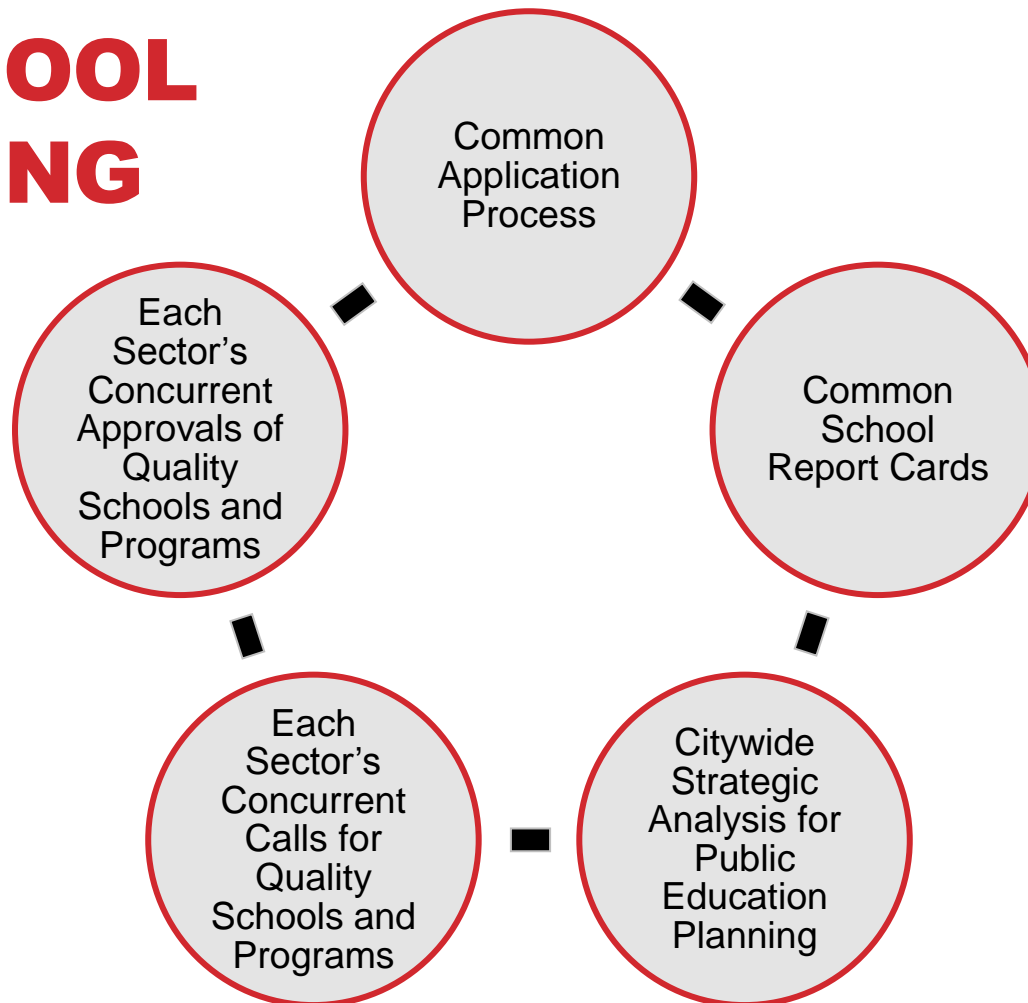
# **CROSS-SECTOR COLLABORATION TASK FORCE**

## **Draft Recommendations of the OCS Working Group**



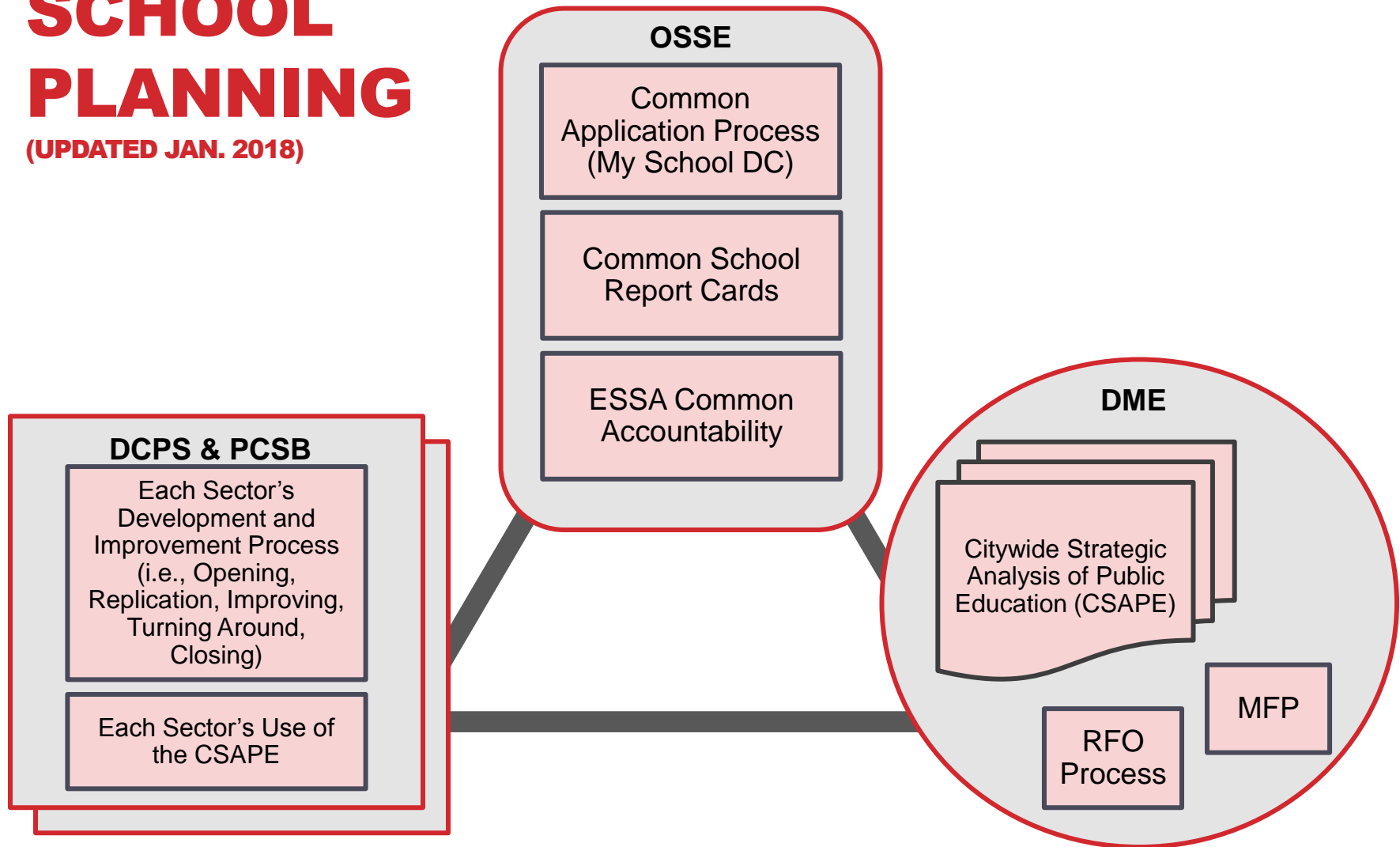
# [PREVIOUS]<sup>1</sup> PROPOSED MODEL FOR COORDINATED DC SCHOOL PLANNING

(NOV. 2017 VERSION)



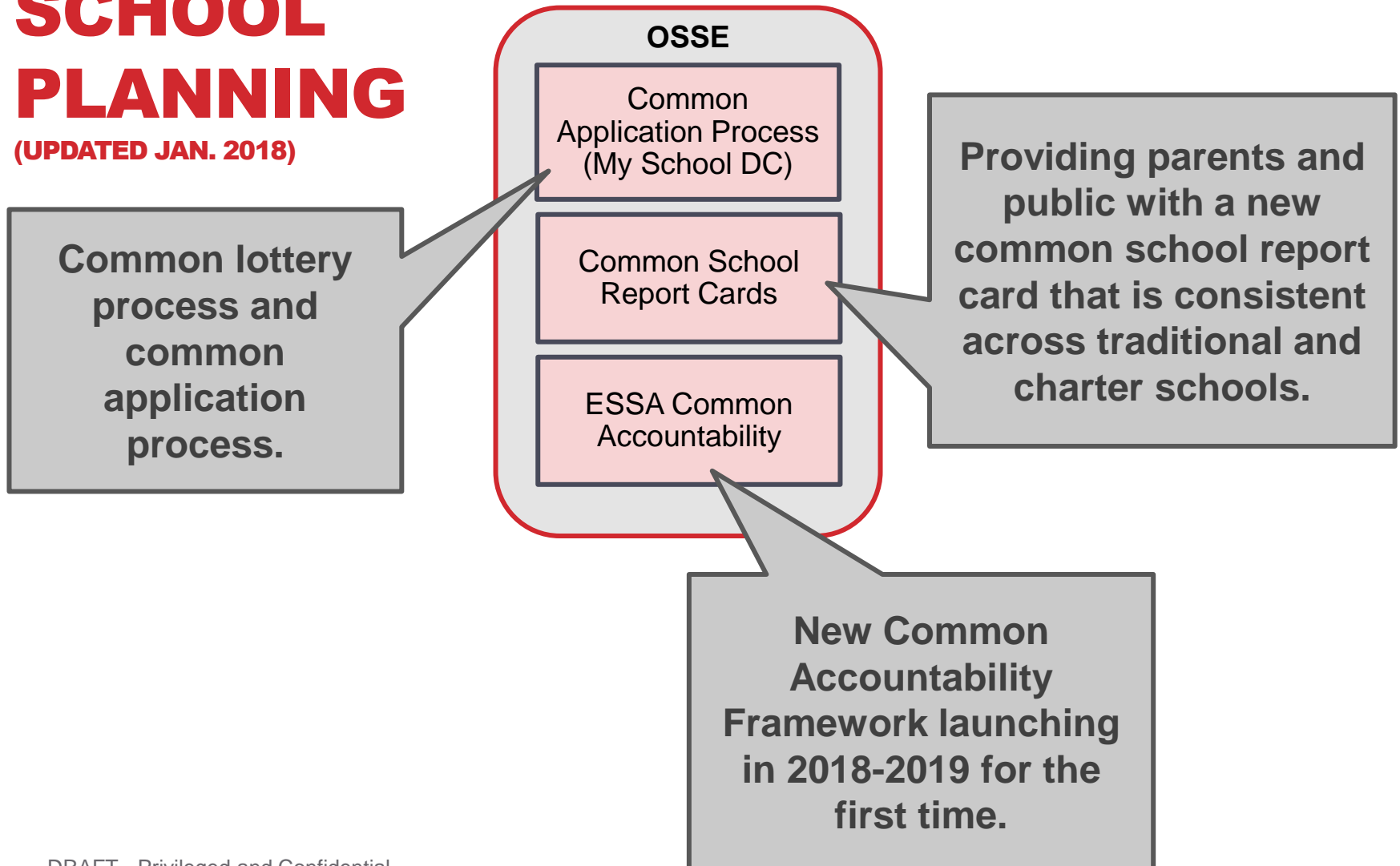
# PROPOSED MODEL FOR COORDINATED DC SCHOOL PLANNING

(UPDATED JAN. 2018)



# PROPOSED MODEL FOR COORDINATED DC SCHOOL PLANNING

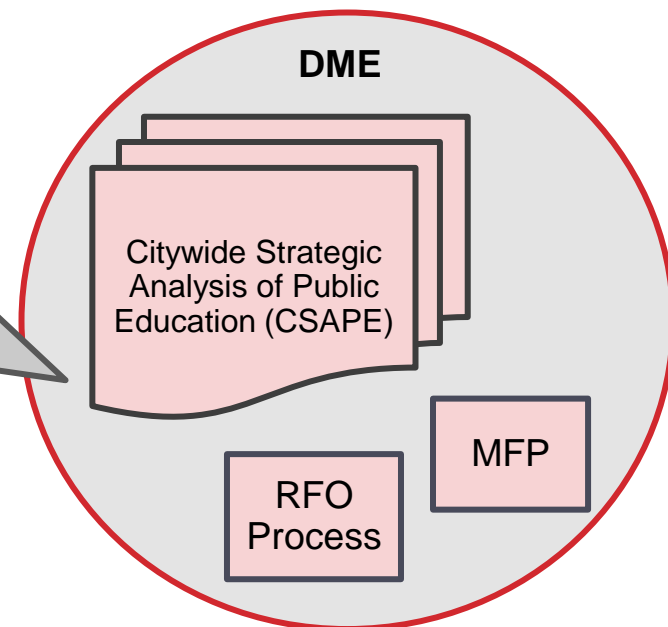
(UPDATED JAN. 2018)



# PROPOSED MODEL FOR COORDINATED DC SCHOOL PLANNING

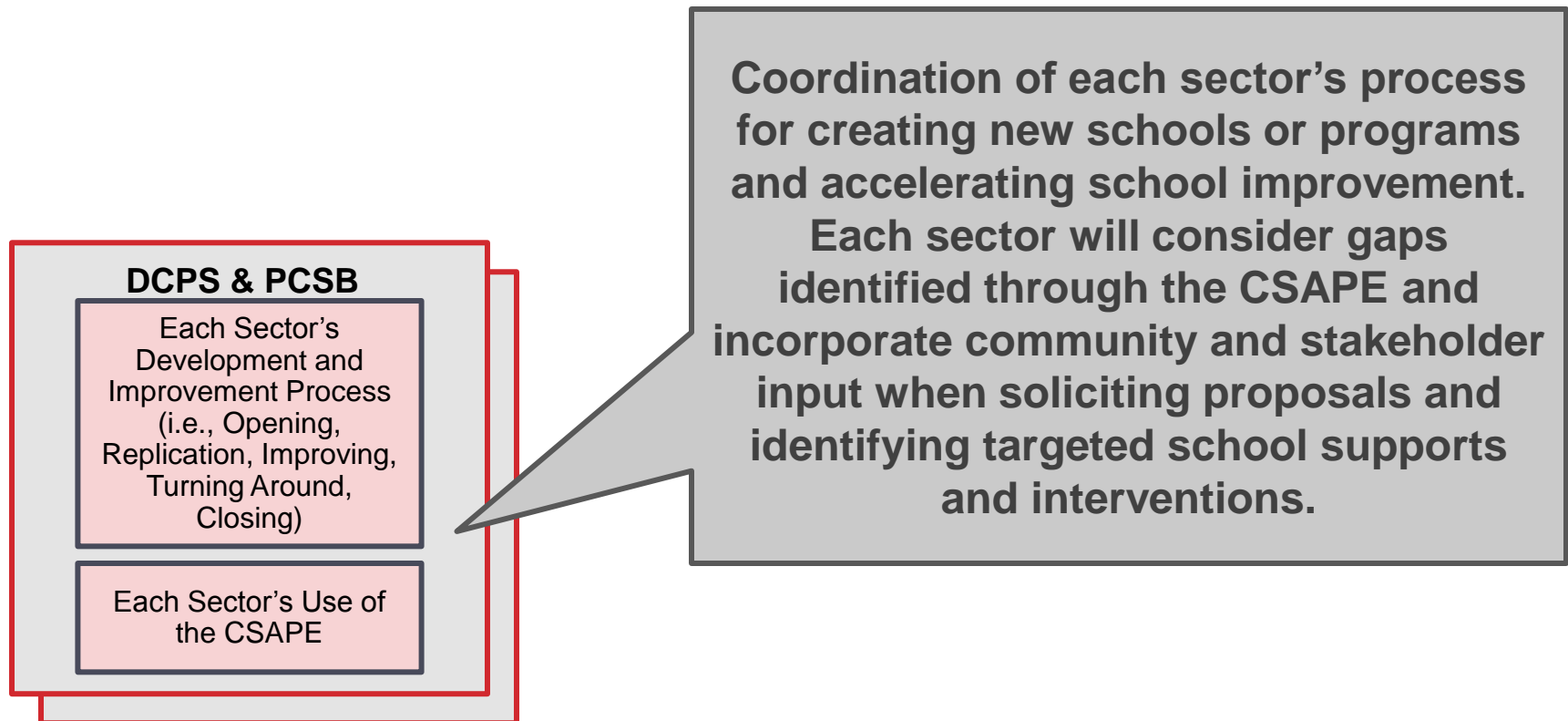
(UPDATED JAN. 2018)

Citywide analysis to identify gaps and needs in public education on citywide and neighborhood levels; citywide analysis of public school facilities and 10-year future facilities needs; DME's management of the reuse of surplus school buildings.



# PROPOSED MODEL FOR COORDINATED DC SCHOOL PLANNING

(UPDATED JAN. 2018)



# OBJECTIVE 1: ESTABLISH A COORDINATED DC EDUCATION PLANNING CYCLE.



Specific Recommendations	Policy and Implementation Considerations
<p>1.1: Create and adopt a model cycle for coordinated educational planning that incorporates common lottery and school report cards, use of common data and analyses, and coordinated processes for school and program development and improvement.</p> <p>1.2: Commit to coordinating and sharing information between and among leaders of DME, OSSE, DCPS, and PCSB.</p> <p>1.3: Ensure that a coordinated cycle includes regular and predictable opportunities for public input and engagement.</p> <p>DRAFT - Privileged and Confidential</p>	<p>1.1.1: Ensure that any model cycle is consistent with the current governance structure and considers the independence and autonomy of both traditional and charter schools.</p> <p>1.1.2: A model cycle should include, at a minimum, the following:</p> <ul style="list-style-type: none"><li>• Common lottery and application process</li><li>• School report cards</li><li>• Common data and information</li><li>• Mechanism to call for quality schools and programs</li><li>• Approval of new schools and programs</li></ul> <p>1.1.3: Ensure that any model cycle is consistent with OSSE's implementation of ESSA accountability requirements.</p> <p>1.1.4: Ensure that any model cycle clearly defines the roles of each relevant agency, including DME, OSSE, DCPS, and PCSB.</p> <p>1.1.5: Research and adopt effective approaches from other jurisdictions that use common information to inform cross-sector planning decisions, as appropriate.</p> <p>1.1.6: Consider whether to expand the common application process through My School DC to include in-boundary applications (LEAs continue to opt in).</p> <p>1.2.1: Develop a formal agreement among education policymakers to meet regularly and consider planning questions.</p>

## OBJECTIVE 2: ENSURE THAT PLANNING DECISIONS ARE INFORMED BY COMMON DATA AND INFORMATION.

Specific Recommendations	Policy and Implementation Considerations
<p>2.1: Develop common set of data and analyses that look at gaps and needs in public education on citywide and neighborhood levels.</p> <p>2.2: Commit to incorporating citywide strategic analysis in school planning by DCPS, PCSB, DME, and OSSE, and discuss citywide implications together.</p> <p>2.3: Ensure regular and predictable opportunities for public input and engagement during the development of a common set of data and analyses.</p>	<p>2.1.1: DME, working collaboratively with DCPS, PCSB, and OSSE, will prepare and disseminate the citywide strategic analysis.</p> <p>2.1.2: The strategic analysis should include, at a minimum, data on and analyses of student demographics, schools and facilities, academic performance, student demand, enrollment transitions, and neighborhood factors.</p> <p>2.2.1: Develop a formal agreement among education policymakers to meet regularly and consider planning questions.</p> <p>2.3.1: Create an interactive format to allow for information to be useful to a wide variety of stakeholders.</p>



# OBJECTIVE 3: ALIGN PLANNING TIMELINES AND COMMUNITY ENGAGEMENT EXPECTATIONS ACROSS SECTORS.



Specific Recommendations	Policy and Implementation Considerations
<p>3.1: Establish and make public a master timeline that includes significant dates for each sector’s planning process.</p> <p>3.2: Develop concurrent application and approval windows for new or expanded programs and schools with DCPS and PCSB.</p> <p>3.3: Ensure regular and predictable opportunities for public input and engagement during the development of the master timeline.</p>	<p>3.1.1: Establish a working group of DCPS, PCSB, and DME representatives to make recommendations for a master cross-sector timeline.</p> <p>3.3.1: Explore the development and adoption of a citywide guide to gathering community input for new or expanded programs and schools.</p>

# APPENDIX

# DENVER'S CYCLE

